

School Accountability Report Card

Reported Using Data from the 2017–18 School Year

California Department of Education

For Carousel Non-Public School

Address: 7899 La Tijera Blvd., Los Angeles, CA 90045

Phone: (310) 645-9222

Principal: Maria Davis, M.S.

Grade Span: K - 12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

School Contact Information (School Year 2018–19)

Entity	Contact Information
School Name	Carousel Non-Public School
Street	7899 La Tijera Blvd.
City, State, Zip	Los Angeles, CA 90045
Phone Number	(310) 645-9222
Principal	Maria Davis, M.S.
Email Address	maria.davis@carouselschool.com
Website	www.carouselschool.com
County-District-School (CDS) Code	19-64733-7094428

School Description and Mission Statement (School Year 2018–19)

Carousel School offers a comprehensive educational program and provides services for children and their families challenged by a wide range of learning, developmental, and emotional disabilities. The students range from pre-school through high school. An innovative and integrated curriculum and high staff-to-student ratio supports students so they can achieve success. Based on each student's IEP (Individualized Education Program), an individual instructional plan is designed to maximize his or her learning. Case management is an integral part of our service and helps to facilitate coordination with professionals who are working with the child and family. Our teachers recognize and appreciate the individual needs of each student, and encourage them to develop their interest and talents. Through small group interaction and individual attention, each student's day is filled with learning opportunities that are interactive and stimulating. Children's self-esteem flourishes and creativity blossoms when they feel that intellectual and emotional experiences are valuable.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	1
Grade 3	2
Grade 4	2
Grade 5	6
Grade 6	3
Grade 7	5
Grade 8	3
Ungraded Elementary	0
Grade 9	3
Grade 10	7
Grade 11	3
Grade 12	27
Ungraded Secondary	0
Total Enrollment	63

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	41%
American Indian or Alaska Native	0
Asian	6%
Filipino	4.7%
Hispanic or Latino	39.6%
Native Hawaiian or Pacific Islander	0
White	7.9%
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	22.2 %
Students with Disabilities	100%
Foster Youth	

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016–17	School 2017–18	School 2018–19
With Full Credential	7	7	6
Without Full Credential	2	3	0
Teaching Outside Subject Area of Competence (with full credential)	N/A	N/A	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Spring Board 2017 Wonders 2017	Yes	0
Mathematics	Go Math 2015	Yes	0
Science	Full Option '07,09 Focus '06 FOSS '07 Science Voyages	Yes	0
History-Social Science	History Alive '05,'09,'11	Yes	0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Carousel Non-Public School offers a safe and secure campus. The school is fully air-conditioned and adequate space for students and staff. Carousel is comprised of classrooms and administrative offices. The school has a play area where students play with designated supervision.

Before, during and after the school day, a maintenance team ensures that classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Operations Department to ensure all classrooms and facilities are maintained appropriately.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating

Exemplary	Good	Fair	Poor
X			

B.

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts/Literacy (grades 3-8 and 11)	0	0	N/A	N/A	48%	50%
Mathematics (grades 3-8 and 11)	0	0	N/A	N/A	37%	38%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63			
Male	47			
Female	16			
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63			
Male	47			
Female	16			
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education (CTE) Programs (School Year 2017–18)

- *All our students follow the Alternate Curriculum, which includes the Unique Curriculum, as an integral part of their weekly lessons. The career courses help students explore different interests and possible job placement after the completion of their schooling.*
- *Carousel School offers the following electives: cooking, horticulture, rhythm and dance, and computer science for middle school and high school students.*
- *In cooking class, the teacher breaks the task into smaller segments (task analysis). Cooking provides plenty of opportunities for students to be exposed to many senses including visual and auditory. It motivates students to learn to follow cooking instructions, as they are positively reinforced by eating their finished product.*
- *Horticulture (gardening) teaches student planning and creativity. Additionally, it will help students improve their motor skills and social skills. Student learn germination process and responsibilities to care for their potted plants. Horticulture is a rewarding experience for our students especially when they see their plants grow.*
- *Rhythm and dance is both teacher-directed and student-led activities. Students have opportunities to play different musical instruments such as cymbals, triangle, djembe drum, tom-tom, xylophone, and percussion frog. In teacher-directed activities, the teacher teaches different rhythms that the students can follow. For student-led activities, students play their assigned instruments and make their own rhythm. For their dance class, teacher offers a wide variety of music that the students can dance to; however, students can also select their preferred songs.*
- *In computer science, students are exposed to modern technology and their applications. Their experience will vary with many different activities. Student will work cooperatively toward similar goals utilizing digital avatars of themselves. They*

will sharpen their gross and fine motor skills with various video games. The students will also work on computers to further their transition skills. Their artistic side will be expressed through project utilizing graphics software. Word processing programs such as excel, word, and power point will be covered to expose student to modern work skills.

- *Lessons and training activities are modified to cater each student's needs. These lessons are first introduced in the classrooms. Then, the lessons that the students have learned in the classroom / school campus will be experienced in the community via Community-Based Instruction (CBI).*

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018–19)

Parents are welcome to visit Carousel Non-Public School by appointment with Carousel Administration. Parents are invited to attend school-wide events such as Winter Program, Talent Show, and Open House. Classroom teachers provide communication notebook for parents and teachers to communicate on a daily basis.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	0	0	N/A	N/A	10.7	9.7
Graduation Rate	100	100	N/A	N/A	82.3	83.8

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	0	N/A	9.1
Graduation Rate	100	N/A	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2015–1 6	School 2016–1 7	School 2017–1 8	District 2015–1 6	District 2016–1 7	District 2017–1 8	State 2015– 16	State 2016– 17	State 2017– 18
Suspensions	1	1	1	N/A	N/A	N/A	3.65	3.65	3.51
Expulsions	0	0	0	N/A	N/A	N/A	0.09	0.09	0.08

School Safety Plan (School Year 2018–19)

Carousel Non-Public School provides a safe and clean facility for its students. In order to ensure the safety of the students, an emergency and evacuation plan has been established. Carousel has a set of earthquake-disaster kit which includes emergency supplies. Various drills are held throughout the year to ensure that staff and students are prepared in the event of an emergency. Monthly fire drills and two earthquake drills are conducted annually to ensure that students know how to respond to potential emergency situations in the school setting. Proper staff is trained in first aid that assists individuals in the event of minor injury. Additionally, a system is in place in case emergency services such as fire or law enforcement are needed.

D.

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2015–16)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	15	6	1	0
1	23	0	2	0
2	22	1	3	0
3	26	0	3	0
4	25	1	9	0
5	32	0	6	0
6	24	0	15	0
Other* *	10	1	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13	7	0	0
1	24	1	2	0
2	22	0	3	0
3	21	1	3	0
4	25	0	9	0
5	23	2	9	0
6	31	0	10	0
Other* *	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16	6	1	0
1	25	0	2	0
2	17	2	2	0
3	23	1	2	0
4	23	0	6	0
5	27	0	6	1
6	22	5	15	1
Other* *	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	2	6	0	0
Mathematics	3	3	0	0
Science	3	3	0	0
Social Science	2	6	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	2	6	0	0
Mathematics	2	4	0	0
Science	2	3	0	0
Social Science	2	5	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	2	7	0	0
Mathematics	2	4	0	0
Science	2	5	0	0
Social Science	2	6	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017–18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other (OT, PT)	2	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A	N/A	75102
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	7125	76522
Percent Difference – School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2017–18)

- *Basic Education*
- *Occupational Therapy*
- *Physical Therapy*
- *Language and Speech Therapy*
- *School Counseling*
- *Specially Designed Physical Education*

Carousel Non-Public School is a comprehensive educational program offering services for children and their families challenged by a wide range of disabilities and high teacher to student ratio enables students to experience success. Case management is an integral part of our services and emphasizes coordination with other professionals working on behalf of a particular child or family. Through small group interaction and individual attention, each child's day is filled with learning opportunities that are interactive and stimulating. Our interdisciplinary curriculum is enhanced by diverse teaching methods to ensure continuity in the subject

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43336	47547
Mid-Range Teacher Salary	72595	74775
Highest Teacher Salary	90080	93651
Average Principal Salary (Elementary)	119440	116377
Average Principal Salary (Middle)	125646	122978
Average Principal Salary (High)	136123	135565
Superintendent Salary	248416	222853
Percent of Budget for Teacher Salaries	34	35
Percent of Budget for Administrative Salaries	7	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Carousel Non-Public School staff participate in training that include Behavior Management, CPR and First Aid, Crisis Prevention Intervention (CPI), Seizure Protocol, Campus Safety, and Child / Dependent Adult Abuse Awareness. Additionally, teachers and therapists participate in weekly staff meeting.